

Блок 1

ФРАЗОВАЯ СВЯЗНОСТЬ

You are going to read an article on culture. Match two halves of the sentences below. There is one extra ending you do not need to use. The beginnings of the sentences follow the same order as the full sentences in the original text.

Write out the number and the corresponding letter.

Example. 11 – M

1.	The more you know about your community and beyond, the more	A	sound your decisions will be.
2.	Participating in volunteer work is a great way to demonstrate	B	leadership, commitment, and character.
3.	Volunteer for	C	the benefit of others, but do it for yourself, too.
4.	Helping others can increase	D	your self-esteem when you know that you are doing something worthwhile.
5.	It can also help when you apply to	E	college and look for paying jobs.
6.	Schools and employers appreciate people who make	F	a difference in their communities.
7.	Many teens would like to volunteer for a good	G	cause or an organization they have heard about.
8.	But it often happens that they do not know where to find	H	volunteer opportunities.
9.	Opportunities exist in most communities for	I	volunteer service.
10.	Before jumping in	J	to help local groups or organizations, spend a moment thinking about your own skills and interests.
		K	luckier you are.

ЛЕКСИКО-ГРАММАТИЧЕСКАЯ ЧАСТЬ

You are going to read an article. Choose a word from the list to complete each gap (1-10). Change its form where necessary to make a word/a group of words that fits in the gap.

Different aspects of form change are possible: active or passive voice; indicative, imperative or subjunctive mood; finite or non-finite forms (infinitive, gerund, participle); tense for finite forms or aspect for non-finite forms; full or bare infinitive, etc.

USE EACH WORDS ONLY ONCE.

Write out the number of the gap and the form of the verb.

Example. 11 – has become

be	paint
broadcast	quote
do	see
flap	sit
make	surround

This is a painting by Sir Joshua Reynolds entitled *Lady Cockburn and her Three Eldest Sons*. Lady Cockburn is a rather posh lady and, as you can see, she **1.** ... by her three children. They became very important people, these children: a general, an admiral and the Dean of York. And Reynolds, who **2.** ... this picture in Leicester Square, what he's actually done, he's thought about Michelangelo and so there's a kind of quotation in the figure of Lady Cockburn. And by **3.** ... , he means that all the posh people love paintings to say, 'ah, yes, we know where he's coming from'.

When you **4.** ... for a portrait it can be really rather boring so Reynolds used **5.** ... various things to entertain you, one of which was, he had a big mirror so you actually **6.** ... him painting the portrait. And the other thing, he had this macaw, which **7.** ... around and his housekeeper hated it because its droppings were everywhere. But it would entertain, I'm sure, these children.

An engraving **8.** ... of this painting and her husband wouldn't allow her name to be on it. He didn't like the idea of her name **9.** ... to the public. So probably she might be mortified at **10.** ... in a London Street, quite honestly, because she was really quite posh.

ЧТЕНИЕ И ПИСЬМО

1. You are going to read an excerpt from an article. Answer the questions that follow. Decide whether each statement is *True* or *False* and provide your arguments drawn from the text to justify your choice.

Write out your answers in your answer sheet.

Example. 11- False because <quotation from the text>

In education, parent voice refers to the values, opinions, beliefs, perspectives, and cultural backgrounds of the parents, guardians, and families of students enrolled in a school, which extends to parent groups, cultural organizations, and other entities related to a school through familial connections.

As both a philosophical stance and a school-improvement strategy, the concept of parent voice in education has grown increasingly popular in recent decades. Generally speaking, parent voice can be seen as an alternative to more hierarchical forms of governance or decision making in which school administrators may make unilateral decisions with little or no input from parents. Parent voice is also predicated on the belief or recognition that a school will be more successful—e.g., that teachers will be more effective and professionally fulfilled, that students will learn and achieve more, and that parents will feel more confidence in the school and more involved in their child's education—if school leaders both consider and act upon the values, opinions, beliefs, and perspectives of the parents, guardians, and families in a school community. While the degree to which parent voice is both solicited and valued can vary considerably from school to school, educators are increasingly embracing parent voice in both leadership and instructional decisions.

Historically, parent involvement in school leadership was fairly limited, consisting largely of traditional parent-teacher associations that, for example, raised money for school programs or organized school volunteers (among many other possible roles and responsibilities). In recent years, however, parents are increasingly being asked, or they are requesting, to serve on formal school committees and leadership teams, or to provide their opinions and feedback on a wide variety of issues and programs. At the elementary level, parent volunteerism in schools is quite common, although volunteerism rates tend to decline as their children age. Given their personal and emotional investment in the success of a school their child attends, parents, guardians, and family members may be more likely to run for seats on the district school board or seek local elected office. And with the advent of the online organizing and advocacy tools, and a concurrent increase in citizen journalism and activism, parents are also forming their own organizations to advocate for or fight against particular issues, such as bullying, special-needs education, or school funding, for example. In addition, parent involvement in school activities is considered particularly important for students more likely to struggle in school, such as students from lower-income or less-educated households, recently arrived immigrant or refugee students, or students with physical or learning disabilities, for example.

Shared leadership is also related to the concept of voice in education. In this case, shared leadership is a practical way to include the "voices"—i.e., the opinions, viewpoints, feedback, insights, and wisdom—of students, teachers, parents, and community members in the leadership decisions made by a school.

1. Parents have always been part of school leadership.
2. It is believed that school education will be more effective if parents play an active role.
3. There is no universal format of parent involvement.
4. Parents become more active when their children go to middle/secondary school.
5. Inclusion of parents is especially important for children who have problems at school.

2. How far do you agree with the statement?

Parents should play an active role in the school education of their children.

Express your opinion about the issue providing two arguments (one from the text above, the other of your own) and two examples (one from the text above, the other of your own).

Do not quote the text: a copied sequence of 4 words and more is considered a quotation.

Your essay **must contain**

1. The introduction
2. Two paragraphs of the body
3. The conclusion

Write **170-200 words**.